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OW and then there come letters of remonstrance from some teacher who feels that the school system is being cut loose from the old mooring and is drifting off into unknown seas. A letter from Iowa declares these points marked the old education :

1. The pupil's attention was concentrated on few subjects.
2. The most perfect clearness and definiteness was demanded at all stages.
3. The pupil was made to feel he had mastered one thing—no matter if it *was* spelling.

No attempt is made here to point out the defects in a scheme that is summed up so clearly. There is a certain amount of truth in the scheme that is put forward here. The teacher kept the three R's before him as a chart, and sounded them in the ears of his pupils whether they would hear or not. One old teacher tells us his last duty at night was to have the children march around the room saying the multiplication table.

Supt. Jasper made a good point before the N. Y. board of education who thought more time should be given to language in the program: "Language is taught in all the studies—in number, history, science, geography." Here is a feature of the New Education that escapes the attention of one who is not a careful observer. Number begins with the arranging of pegs or straws in the kindergarten, and goes on in the making of wooden and cardboard models, and in drawing. Every lesson is a lesson in language—not in parsing, it is true, but in expression.

The great thing that is needed now is the teacher who knows how to teach on the higher planes that are demanded.

It will be noticed there is no scheme of thought underlying the three points given by our correspondent, but we said we would not argue the case.

A valued correspondent asks, "Is it a righteous thing to put a pupil down in a lower grade because he whispers, &c.?"

It would hardly seem as though such a practice could exist in the public schools, and yet we are to infer that it does, and very extensively too. It is practiced because of the helplessness of the child: it could not be practiced on an adult. It is of a piece with a practice found by Supt. MacAlister in the schools of Philadelphia; the number promoted from the primary schools depended not on the merit of the pupil, but on the number of vacant seats above!!!

Another writes that "extras" are given by teachers in his city for a variety of small jobs done by the pupil,

such as bringing the teacher a glass of water, or even picking up her handkerchief; these "extras" count against deficiencies in scholarship. When hearing of these things one wonders how the pupil comes out with any ethics at all.

There should be another Columbus; America needs discovering over again.

The Catholics have felt most deeply the importance of education; indeed, so deeply, that they have erected large buildings in our cities, and have sought to have the teaching of the best kind. This has entailed such a heavy expense that much consideration has been given to some means of enjoying the public school advantage, and at the same time not omitting instruction in religion. Bishop Ireland proposed turning over the parochial schools to the management of the public school boards, reserving the privilege of having the children taught religion after school hours. This plan was brought before the Pope, and is called the "American Plan" at the Vatican. It has been put in practice in a few places, as has been noted; the objecters are both Catholics and Protestants. The former think they do not get enough of a hold on the Catholic children, the latter that they will get hold of the Protestant children. We believe Bishop Ireland's ideas will prevail extensively.

These are the days when pupils and teachers are anxious about "promotion." Some take the last week of the school year for an examination over the entire work of the year; what a falling off in the attendance during that week! Many a good and faithful pupil then does not appear to be able to spell his own name. Some, again, put down the standing day by day and divide the attendance and promote by the quotient figures obtained. In the Pawtucket, R. I., schools, the teacher makes a record from time to time, based on success and fidelity; this constitutes the "standing." Then, twice a year, the superintendent gives written tests to test ability to think and work as well as ability to remember; the average of the standing and the written test decides promotion. This is a step in the right direction.

The comet now visible in early morning hours in the constellation Pegasus, is one of the most remarkable of that class of bodies. It requires a good opera glass to make it out. It is named after Prof. Swift, of Rochester, N. Y., who discovered it. It has approached the sun but not within the earth's orbit. The peculiarity of this comet is in the several queer tails it has. It is said this comet will never return to our system, but wander off among the other systems. Prof. Swift says that if it came from the nearest star it has been eight million years on its journey.

Education is the one living fountain which must water every part of the social garden, or its beauty withers and fades away.  
—E. Everett.

## Closing Day Exercises.

For one entire month, at least, the teacher and pupils will be thinking of the exercises with which the year will end. There should be exercises; they should be well planned; they should be made successful.

1. As to the exercises themselves, they should not consist of school studies; the time has passed for them. The occasion is to be one that will bring the parents into the school-room; there is to be a pleasurable feeling on the part of parents, pupils, and teacher. This is to be the predominant idea underlying the exercises.

The exercises must have a certain dignity; no mountebankism; no blacking of the face; no dressing up like a clown. True, these things might make the injudicious laugh, but the cultivated part of the audience would sorely grieve. Education means ascending from lower to higher planes, and it cannot tolerate anything that causes a retrograde movement.

2. The plan for the hour must take the timber in the pupils into consideration; to set a class of poorly developed children to illustrating Tennyson would show poor judgment. The work proposed must have in some way a fitness for the school and for each pupil. John, who is full of fun, and never entertains a serious thought more than a half minute, is not the one to be set to declaiming "Sink or swim, live or die, survive or perish I am for the declaration."

Just what the exercise shall consist of cannot be stated. Compositions, recitations, dialogues, and music will form the staples.

*Composition.*—It is a mistake to have long compositions read, and with such low voices! From such things, Good Lord, deliver us, on closing day. It is fairly wicked for a teacher to bring out such things. Let the compositions be on things the audience know about: "The Fruit Stand," "My Sunday-School Teacher," "Grandpa Jones," "The Fire at Smith's Barn." Let the essay on "Gladstone at Hawarden" lie in your desk.

Bring up four girls with short compositions: Chapter I., by Anna; Chapter II., by Sarah, and so on. Bring up four boys, each to tell some interesting thing, with not over 100 words each. Don't overdo the composition business.

*Recitations.*—These must be short too. A little girl may hold a bunch of roses in her hand and recite two stanzas on roses. Don't have these stiff. Bring up four girls; one recites stanza No. 1, of a poem, the next stanza, No. 2, and so on.

*Dialogues.*—You can easily put up a curtain with a wire stretched across the room. (Well do I remember the boys and girls that raised the money, bought the black or brown cambric, and sewed it into two curtains and put it up when I was absent.) Dialogues may be had employing two, three, four, ten, or twenty. The dialogue always pleases; have them short, and as many as possible. Drill until they act naturally.

*Music.*—If you can, have a piano; if not, get a violin; if not, borrow a cabinet organ; if all these fail, practice a dozen pieces and lead them yourself. The opening piece should be one of welcome, and every voice should be heard.

Then you will want a closing piece. Be sure to have good music. SONG TREASURES is one of the best for the average school.

3. Closing exercises when made successful are delightfully thought over by parents, teachers, and pupils. Here are some hints and suggestions:

(1) Begin beforehand and lay out your plan and appoint your assistants. (2) Drill over and over until those that are to recite have their parts perfect. Tell them there will be no prompting, no matter what mistakes they make. (3) Have rehearsals after school until you know how they will do their parts. (4) Appoint a committee of your pupils to aid in the business side: (a) the seating of the audience; (b) the getting of chairs, etc.; (c) the issuing of invitations (this is a good idea)—the boys will print or write them. Have them signed by the committee of pupils. (5) Have the school board put into good seats; if there is a live man on the board he may

preside and call off the program. (6) Have a program printed or written by the pupils. (7) Begin promptly; don't if you can help it hold on more than 90 minutes—never, no matter how many are left out, go over 120 minutes. Omit some if needful to reach the time limit. (8) Have the room ventilated properly, or as properly as you can. Don't make the school-room into a "Calcutta Black Hole." (9) Beautify your school-room all you can; consider this beforehand. If it is in the evening put up shelves and borrow lamps. (10) Preserve your self-possession; get everything ready and right; then sit down with your school board, and enjoy yourself. Tell your pupils that you, for one, are going to have a delightful time in listening to them. (11) Don't discourage your pupils by saying, "I know you will mispronounce that word and make me ashamed," etc., etc. Have all hands feel that you are confident of success; don't stop if there is a hitch. If one fails, speak right up, "John, you may be excused. Next."

It is to be a social occasion; have the pupils bring up their parents and introduce them. If you can trust one of your school board to speak five minutes, and he can say something to the point, why ask him, or, if you have a "great man," let him be got forward, but beware. Tell him you can only give him five minutes.

Finally, determine it shall be a bright, joyful occasion that shall make the school and you stand higher in public thought.

## Teaching History.

By CLEMENT FEZANDIÉ, Normal College, N. Y. City.

A question which puzzles educators to no small degree, is the proper place for history in our curriculum of studies. In bygone days when a classical education was the only one that was considered of any value, the study of history was given an attention much beyond what it deserved. To-day, on the contrary, history is not given the place which it merits in our scholastic programs, because we do not understand its real value as an educational factor.

We should think very little of a man who would allow his children to grow up without telling them of the mistakes he made in his own youth, and of their consequences. Of course a father knows that children cannot learn solely through others' experiences; they must learn in great part from their own mistakes. Yet, nevertheless, a knowledge of the errors of others may save them many a false step.

To allow our boys and girls to grow up without a knowledge of history, is, however, to act exactly like such a father, for we thus keep from them all the benefits accruing from an acquaintance with the mistakes of the past. A knowledge of history cannot preserve men from all the errors of their predecessors, any more than a knowledge of a parent's mistakes can prevent children from repeating the same blunders, but in both cases, a large number of these mistakes will be avoided. Hence one great aim in teaching history, should be to warn present generations against the mistakes of their forefathers.

But history has yet another function, and a most important one. It aids us to understand the present, and this, after all, should be the great aim of teaching. We are not living in the past, and we are not living in the future; we are living in the present, and hence the prime object of education should be to give our children a knowledge of the world as it exists to-day. But we cannot give them this knowledge without teaching them something both of the past and of the future, for our present social and political system is evolved out of a past one, and studied as it now exists is a complex and unintelligible jumble of absurdities and incongruities. To understand it, we must trace up its evolution, when its complexity at once disappears, and what seemed to us at first sight absurd and incongruous, is shown to be both rational and logical, the only outgrowth possible under existing circumstances. Hence a knowledge of

the past is indispensable to a correct understanding of the present, and to secure this knowledge of the past, history should be taught in our schools and colleges.

History has a third value, but such an insignificant one it would not be worth mentioning here were it not the one which is almost universally recognized to the exclusion of the two others. I refer of course to the ornamental value of a superficial knowledge of history, a smattering that will serve for show, not for service. In order to prevent our children from appearing ignorant, we give them a thin veneering of historical knowledge, and this veneer so conceals the dense ignorance behind it that not only do we completely forget the emptiness it hides, but the child himself frequently does not know the deficiency exists.

The ordinary recipe employed for this historical veneer is as follows: "Take the names of the great rulers and generals of the world, an account of the most important battles fought, together with their dates and the dates of other important events, mix them well up together, and apply repeatedly upon the pupil's memory."

This is the formula, and it is carefully followed. Facts which in themselves have almost no educational value are given a prominent place in the school curriculum. What matters it whether the first king of France was called Pharamond or John Smith. Of what value is the fact that Christopher Columbus discovered America on the 12th of October, 1492? The really important point is that America was known to the Europeans only by vague tradition, and was brought into general notice toward the end of the fifteenth century, but as to the name of the man who did it, or the exact date, these are facts which are of no importance whatever *per se*; they are of great value to historians, but not to children.

History as taught in our schools consists mainly of a knowledge of kings and queens, plots and intrigues; matters which in themselves have no real value; history as it should be taught, consists in a knowledge of the development of the human mind, and the formation of the different social and political institutions which are in existence to-day. It is the evolution of mankind that history should teach; it is the tragedies and farces of the rulers that parents and teachers seek to impress upon the minds of our children.

True, the study must be made interesting. No teaching is valuable unless it succeeds in awakening and holding the attention of the pupil. But the teaching of the evolution of mankind from barbarism to civilization is a story of the most poignant interest, far more so than the history of kings and princes, even with the elements of romance we weave into their lives.

The story of a famous man who has been closely connected with some great epoch in the world's history, is always interesting and valuable, but we have unfortunately not time to learn everything that is interesting and valuable. We are like Aladdin in the wonderful cave. We are surrounded by countless riches, and are obliged to choose only the most precious treasures and leave the others.

It will be objected, and with reason, that to change from our present methods of teaching history to a rational one, is a step which it is at present impossible to take. Few teachers who undertook to make the change would find the support of their principals, and few principals would find the support of parents. One of the most important lessons which the past teaches us, is that evolution of all kinds is very slow, and it is as great a mistake to refuse to move in the right direction because you cannot attain perfection, as it would have been for a marsupial to refuse to be evolved into a mammal because he could not at once become a man.

Consequently, having decided what the great end is that we must seek in teaching history, the question arises as to what is the best method of attaining that end, and in considering this question we find ourselves first confronted with the problem: How shall we start? Shall we begin with a study of the past and gradually work our way up to the present, thus going from the simple to the complex, or shall we begin with the present and go back to the past, thus proceeding from the known to the unknown?

The question is by no means so simple as it at first appears, but, since the main object of teaching the past is better to teach the present, it seems to me that the study of history should properly begin with a general knowledge of what is going on about us every day.

Moreover there is another point in favor of this system. It is always easier to decompose than to build up. Analysis precedes synthesis in every human investigation. Whether we turn to the natural sciences or to the "unnatural" ones, we find that all human investigations of any value began by the analysis of known objects or phenomena. It was not only the easiest road, but the only road open.

Just as a youth can more easily take a watch apart, than he can put it together, so can he more easily dissect our present institutions, than re-construct them from their first principles. A third advantage from this system of teaching history is that the interest of the scholar is kept continually excited, for he is always learning about matters of which he already knows something, and he thus perceives the value and bearing of each step which he takes.

The teaching to be systematic should begin with those portions of to-day's history with which our children are familiar. Thus, when giving them an idea of our present government, the teacher should begin by making clear the functions of the policeman on the street corner, giving a general idea of the laws both civil and criminal which the child and the child's parents must observe, and some inkling as to how these laws are made. When this part of the subject is thoroughly understood, the child will be prepared to consider the laws of other countries, not of course in all their minute technicalities, but in their general principles, and he will then be ready to trace back the evolution of these governments and laws, and so obtain an idea as to whether or not it is on account of their real intrinsic value that they remain in existence to-day, or whether it is due to fortuitous circumstances.

In like manner should the evolution of all existing social conditions be taught. After a good general knowledge of our present institutions is obtained, the scholar should be gradually carried back into the past, and so see from what beginnings our present civilization had its rise. A little study in this direction will naturally lead him to wonder what changes the future has in store for the human race. Surely this evolution which has been going on in the past, is still continuing at the present day, but in what direction is it tending? When he arrives at this stage, the doubting of the value of to-day's institutions, and the question as to what the future reserves for us, he will have reached a point where he will no longer need a teacher's guiding hand, but can probably better follow up the subject alone.

The method for teaching history above set forth, may be profitably employed for every separate branch of the subject. Whether it is the evolution of the manners and customs of the people we are considering; whether their physical, mental, or moral evolution, the process is the same for all. Start from the present, from the known, however complex, and proceed from this to the unknown. The road is an easy and interesting one if carefully followed.

Above all, avoid the mistake of considering names, dates, battles, wars, intrigues, etc., as of much importance. Ornamental history has almost no educative value. With unenlightened masses, as they are to-day, the teacher is obliged to teach a few names and dates to please parents, but a mere smattering of this seeming knowledge will answer the purpose, and plenty of time will be left for the real teaching of history.

I wish to say a word in behalf of your publication. It is the best school journal that has come to my notice, and although I have been a subscriber only five months, I feel that it has benefited me quite as much as an entire summer school with all its advantages and associations.

J. L. YORK.

Orrwood, La Fay Co., Miss.



## Education in Salt Lake City.

PAST, PRESENT, AND FUTURE.

### *Past.*

Formerly the schools of this city were divided into separate independent districts. The executive of each district was vested in three trustees who hired the teachers, and controlled the finances. Each district paid for its own school. There was no city tax for schools. There was a county superintendent of limited powers who had little more than advisory control over both the city and country schools of the county. There was no centralization.

The school-houses were inadequate for school purposes, being small one-story buildings usually of adobe brick (sun-dried brick) and containing one to four rooms. They were poorly supplied with apparatus and appliances for school work. They corresponded very much to the common district schools in many parts of the old Eastern states.

The teaching under such conditions, unassisted to any great extent by normal schools and colleges and cut off from the influence of the older states, could not but be primitive.

The pioneers of learning were the denominational schools of which there were a large number. The teachers in these schools were mostly from the East, sent here by the denominations which they represented. These denominational schools were patronized almost exclusively by the Gentile element, and were very influential in bringing about the change that has taken place here. These denominational schools are now rapidly merging into the common schools.

At the time that the Mormons lost control of the city government they were rapidly awakening to the fact that their school system was poor and primitive, and were beginning to take steps for its improvement. This improvement, forced by the strong impetus given by the present system, is spreading rapidly throughout all sections of the territory, alike among Mormon and non-Mormon. All seem imbued with the idea that they are behind in educational matters and that they must come up to the standard or be left in the rear.

### *Present.*

With the change in the city government steps were immediately taken to improve the public schools. A school board was chosen, composed of two members from each precinct vested with full powers to act. The board was composed of both Mormons and Gentiles (Liberals).

The city districts were united and a superintendent appointed with powers to unify and make uniform the whole system. A city school tax was levied and the work of reconstruction pushed vigorously.

The system is modeled after the best Eastern systems. The schools are divided into twelve grades and each grade into two classes; eight of these grades compose the ward schools and four the high school. Each grade represents one year's work; and each class six months. The work is uniform and progressive from beginning to end.

The music and drawing departments are each looked after by a supervisor who instructs the teachers and supervises their work.

The teachers are mostly from the East, though a fair percentage have been educated here. There is no discrimination made between Mormon and non-Mormon teachers. All work together harmoniously and on the most friendly terms. The choice of teachers is based on their past record, and on a written examination. These examinations are thorough and searching. The wages are such as to demand the best teachers, and these are being supplied, one here and one there, from all over the country.

The school-houses at present are meager, and though great improvements have been and are being made, still they are inadequate to meet the demand that is being made on them. This is being remedied as rapidly as possible. The city has been bonded for \$600,000 to

build school-houses. These are now being built. They are modeled after the best that can be found, with all the modern improvements and conveniences that go to make up a first-class modern school-house. They are all substantially built of dressed stone and brick, two stories high, and contain either eight or twelve rooms.

### *Future.*

To tell the future of education in this city requires no prophet.

Untrammelled by precedent, unbiased by what has been, with a strong demand and plenty of money and capacity for supply, with the accumulated experience of the world for a guide and model, and with men of ability and experience at the helm, it is but reasonable to expect in a very short time a school system that will rank with the best.

OBSERVER.



## *The School Room.*

MAY 28.—EARTH AND SELF.  
JUNE 4.—PRIMARY.  
JUNE 11.—NUMBER AND PEOPLE.  
JUNE 18.—DOING AND ETHICS.

## Elementary Geology.

FOURTH YEAR PUPILS.

By IDA GILBERT MYERS, Principal Training School,  
Washington, D. C.

"A unit of work in geology for pupils in the fourth year of school!" That is what the course of study in hand says. Hasn't it a stately sound? Geology just outside the nursery door! What does it mean? Looking at the prescribed course one finds that it recommends as profitable study the "formation of soil," "rocks," "mountains," "earthquakes," "volcanoes," and various other geological phenomena. Again the question comes, "What does this subject offer as an inducement for its use in the development of children?" This leads one to look at the subject itself. It is wide as the earth. By what means is it grasped in its truth and magnitude? Along what lines must pupils go to secure any intelligent appreciation of the verities and forces underlying the various appearances of this seemingly stable earth-crust on which we live?

Any subject must be measured by the power it gives one to see exactly and unfaillingly, to judge reasonably, and then to apply the judgments growing from this, seeing whenever and wherever the same conditions are found. These are the mental powers more than all others whose development goes far toward bringing successful living, but whose neglect goes equally far toward securing incompetency and failure. Subjects, then, derive their value from the possibilities in them for this particular kind of training. The fundamental character of these powers gives to them an importance which demands early exercise for their proper unfolding. Naturally, inevitably in the earliest years, the observation, the judgment, and the application involve points that are large, coarse, obvious—but in the later years these same mental activities are brought to bear upon points which are more detailed, finer, more subtle. The work, however, is always the same in kind and purpose, its one unvarying aim being to develop the judgment by means of the senses so that the pupil may be able to grasp the true nature, relations, and influences of things lying outside the range of sense.

Do you think the course of study in geology is forgotten? Not at all. Now that the stakes are set, the aim defined, let us try to see what sort of an instrument of development this subject may prove to be. Carefully feeling the way through the different topics—soil, rock, mountain, earthquake, and volcano-making—one finds that in this study the little folks must appreciate causes and effects. Can they do this? Can they be led to make simple experiments? Can they relate the results observed from these experiments to the condition producing them? Can the observation of familiar, every-day causes and effects be brought before them as such until they gradually, but comparatively early, come to give and require rational bases for thought? Can they be brought to predict results for causes with a reasonable amount of certainty and to know definitely that this effect relates itself to this or that condition as its only legitimate basis? Can enough examples be found sufficiently clear and simple to warrant the general idea of a law? Suppose all this can be done. It is not enough. Can the teacher, then, upon this foundation set the child-minds a-soaring up, and out, and away on the wings of imagination to seize the vast operations of nature under the dominance of these laws whose effectiveness, in narrow limits, the children have proved?

Take but one of these topics of geology. Aside from a knowledge of the physical laws involved, think of the magnitude of the operations and the endlessness of the time represented! All ideas of these must come through the imagination. Right here the teacher must realize that the imagination which brings remote things near in their true light and bearings holds fast to consistency and truth, as its foundation, by building upon facts and experiences already in the grasp of the pupils. These simple facts and experiences must be played upon with words, until they expand into ideas which fairly measure the greatness of the truths under consideration.

To teach geology to children, one must acquire the charm of the fascinating story-teller. After laying a foundation of experiment and observation he must weave these heavy facts of physical formations back and forth, this way and that, under and over, again and again, until very gradually the children begin to feel something of the slow majesty and the mighty accomplishment of the interminable march of time, as its dragging ages wear the rocks to sand-grains, and ponderously upheave the mountains to the sky.

These are the purposes and aims of elementary geology. Is it not a subject pre-eminently fitted to develop the powers by which one gathers the whole world into his consciousness? There is no room for doubt. In its study a constant demand is made upon observation, judgment, and imagination.

By it children become closer observers. They learn to make rational judgments for themselves, and to require them of others. Their general opinions come more and more to have a basis of reasonable thought. Imagination is rightly but strongly stimulated, so that, later, the substance of that which is given to them is given back in their own imaginative productions. They gain facts concerning nature. Growing curious about her and her ways by this delightful study, they investigate for themselves. They secure a general intelligence on this subject, which fits the large number leaving school at an early age to add to this capital of knowledge by an ability to understand what is said on the subject, or what they read about it.

For the immediate work of the school-room, this subject includes, besides the acquisition of the scientific facts, material for oral and written language work, spelling, and reading.

The following lesson, with the others in the course, was given in the practice department of the Washington normal school by pupil-teachers. Each pupil-teacher giving one of these lessons was held responsible not only for the specified lesson, but also for a composition from the pupils, and a sheet of supplementary reading made by herself. This reading material was photographed, so that each pupil was supplied with it. These lessons in their practical workings have been found as profitable as the theories concerning them warranted one to expect.

#### LESSON ON SOIL.

Prepare pupils to understand soil-making, by leading them to tell what they already know about the wearing effect of sun, wind, rain, and frost upon objects left exposed to these forces.

For example:

Fallen trees and logs, becoming water-soaked, decay.

Houses made of wood are covered with paint to keep the weather from rotting the wood.

Iron tools rust and crumble when left out of doors.

Machinery made of wood, iron, or steel is kept under cover so that the weather will not destroy it.

The sun heats and softens concrete pavements.

The sun softens and blisters paint.

Frost cracks glass and bursts water pipes.

Rocks and boulders by being long exposed to the weather become covered with lichens and mosses.

The pupils will be able to give many more familiar illustrations of the wearing power of sun, rain, wind, and frost.

Follow this preparatory lesson by out-of-door study. Before the time for this comes the teacher must have found a place—convenient as possible—where soil and underlying rocks are exposed. With us a trip to almost any suburb takes one through deep road-cuts which give excellent opportunities for this work. Take the entire school to this place for study.

Have the pupils first study the general appearance of the exposed surface. They can readily see the gradual change from the solid, unbroken rock at the base to the finely powdered earth at the top. After this general observation, study the different appearances of the surface more closely, working from above, downward. If there is vegetation at the top have them consider: (1) the effect of the down-growing roots and rootlets on the fineness of the soil; (2) the effect of the decay of plants upon its depth. Some from little experience in gardening may be able to tell how the decayed vegetation affects the quality of the soil.

Study the gradual change to coarser and coarser pieces of earth, until the solid rock at the bottom is reached. Study the change of color in the descent toward the rock. Compare the color of the foundation rock with that of the soil just above it. Have the children imagine the rocks at the base to be lying stripped of the earth above them, so that they are exposed to the weather. Have them give, in review, illustrations of the wearing power of sun,

wind, rain, and frost, applying this knowledge to the effect of the weather on the rocks. By appealing to the imagination, try to give them some idea of the great length of time required to make even a slight impression upon this hard surface. Have them give again the kinds of plants seen growing on great pieces of rocks and stone walls. Lead them to determine, (1) what class of plants could first grow on the slightly worn rock, giving the reason; (2) the effect of the growth and decay of this plant life on the depth of the rock-covering through successive seasons and years, and ages; (3) the change in the character of the plants as the soil covering deepened; (4) the effect of roots growing into crevices in the rock (many have seen paving stones split and uplifted by growing tree roots); (5) the effect of water freezing in fissures in the rocks.

Lead them to summarize the influences that split, wear, and decay the rocks. Give other influences that deepen the outer layers. Have them tell of what soil is made, and how it is made. Let them see the dependence of all plant life upon soil. Lead them to see the dependence of animals, upon plants and so upon soil.

#### SUPPLEMENTARY READING.

Little May lives out in the country, but every day she comes in to the city to school.

One sunny morning, she and her father took a new path leading them past Rock Creek Park. Here May noticed on one side of the newly cut road, a very high wall of rock, with its lowest part unbroken and solid. Above this part the rock was split into large pieces which gradually grew smaller toward the top. On the summit of this rocky wall was a thick layer of soil.

"Do you know," said May's father, "that this soft, fine soil at the top was once rock like that under it?"

"How could hard rock be made into this soft earth? What broke it, and ground it up so fine? Tell me about it."

"Long, long ago—longer than we can think about," said her father, "the top of this wall was solid rock, like that at the bottom. The bare rock was spread out, with nothing to cover it. The rain beat it. The sun burned it. The winds chased over it, until the rock commenced to soften a little, under all these pranks played upon it by the weather."

"Just a little softening of the hard rock was enough to make a place for beautiful lichens and mosses to fasten themselves. This they did, but it took years and ages for the rock to crumble enough to hold even these little plants. After many, many thousands of years, the bare rock turned green and blue, gray and brown, with its moss blanket."

"That was prettier," said May.

"Much more beautiful," said her father, "but when the mosses died, as all plants do, the rock still had a covering of dead moss, that made a soft layer, in which some other plants grew—plants that need a little stronger root hold than mosses."

"Not very large plants could have grown in such a thin layer of softened rock and dead moss," said May.

"No, not very large, but larger than mosses. When the rain fell on these plants, it took juices out of them that helped to crumble the rocks much more rapidly than the rain alone could. The plants helped in another way to break up the rock. The roots stole into every little crevice for a hold. Then they grew larger, prying the rocks apart to make a place for themselves. Jack Frost helped, too, by turning the rain water which settled in every little fissure in the rock into ice. This split them still more as the water swelled in freezing."

"A good many things worked against the rock," said May, "to make it into soil."

"What were they?" asked her father.

"The rain, the sun, the wind, the growing roots of plants, the juices of plants and frost," said May. "I'm glad they did because without soil we couldn't have any plants for shade or food." "Why!" she continued with a little gasp of surprise, "We couldn't live at all if these bare rocks had not been broken and crumbled into soil!"

(The preceding story, made by the pupil-teacher, giving the lesson was read in addition to "How Soil is Made," "From Rock to Soil," and "Jack Frost" found in the "Normal Fourth Reader.")

### Plant Life. X.

By MARA L. PRATT, Author *Fairyland of Flowers* and *Little Flower Folks*.

Now after all our good friend Jack-in-the-Pulpit has told us of his neighbors the Crowfoot Family, would it not be policy to say nothing of courtesy, to ask him to tell us about his own family, himself included?

Would he care to? I think he would. He is, wise as he is in his own little world, very human after all, I suspect. And there's no denying, people—great ones sometimes most of all—*do* like to talk about themselves. (You remember from the very beginning we were to keep in mind the close analogy between the plant and the human life!)

So let us venture to ask him. Ah! he is going to tell us all

about it. Do you not understand that little clerical ahem! that arises in his throat at the mere thought of it? It's a mere mannerism of the profession. Now he will speak. Of course he will begin with, "I don't know that I have anything to tell you—it all is such an unexpected—ur—honor." But do not be one bit disappointed. That stupid way of beginning is another mere mannerism—borrowed, nobody knows from where. He really has a great deal to tell you; and he means all the time to tell you every word he knows.



ARROW-ARUM.



CALLA LILY.

Now he begins. Do you not perceive the certain little conservative touch with which he arranges that aristocratic stole of his, and the little shade of exclusiveness with which he says, "First of all, you must know that I belong to the great order of *Endogens*; not *Exogens* but *Endogens*. You may not be as familiar with this class of flower people as you are with *Exogens* who are much more common. We *Endogens* are rare as compared with *Exogens*; are rather retiring in our nature; given to rather more secluded habits of life. We are seldom found along the dusty roads. Naturally we incline towards quiet places; we like cool even damp places; we have a strong instinct for the dim religious light of the forests. Indeed, there is nothing bold and noisy in our natures. Indeed, it is only when torn from our paternal estates by man and transplanted and "cultured" as they call it, that we are found out in the common world.

There are not so very many families among "us *Endogens*." There are the *Arum* family, the *Trillium*, the *Water-Plantain*, the *Spiderwort*, the *Pickrel Weed*, the *Green Brier*, the *Colchicum*, the *Lily*, the *Iris*, the *Amaryllis* and the *grasses* and *rushes* and *sedges*.

We are on the whole a very elegant class of people. Of course here and there, we have some very commonplace members among us. And, alas, a few are really a blot upon the scutcheon of the families to which they belong. We are sorry—very sorry—but is it not so in all families? Now in my own immediate family (the *Arum* Family) I must admit we have one most obnoxious brother—the *Skunk Cabbage*. He starts up very early in the spring with a very pretty little purple spadix. You might be almost attracted to him at that time. His color is quite royal; and then, too, at that season of the year, anything in the shape of plant life is welcomed with a rare thrill of joy by the sort of people that come to seek us out in these early days. But as time goes on, I grieve to say this brother—the *Skunk Cabbage*—grows to be a very unpleasant person. He spreads out great coarse leaves, and has *such* an odor! It is a source of great mortification to me that he looks so nearly like me. Only too often am I called by his name by people who do not look carefully; and all too often has he been mistaken for me. I wish you would notice one marked difference between us, though. To say nothing of odor, this brother of mine has a way of flaring his spathe straight up in the air; while I, being born for the ministry—preaching having been for generations my inheritance—*always* draw my spathe down over my head, forming by so doing a sort of sounding board for my pulpit. I preach to such large and scattered audiences—the *anemone* up there on the bank, the *violet* over there in the grass, the *cinquefoil* out there in the sun—I need this little device of the sounding-board to help me in sending out my voice.



SKUNK CABBAGE.

There is another brother in our *Arum* Family—the *Arrow-Arum*. He is a crooked-necked creature and terribly freckled. This last I do not mind, however; for my own complexion is sometimes a little streaked. The *Arrow-Arum* grows best in the water (we all like damp places); its leaves are arrow (or heart) shaped.

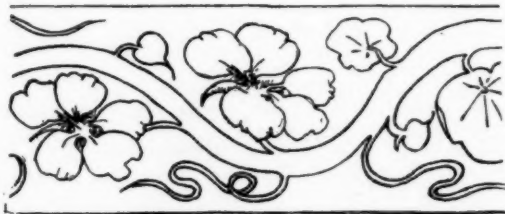
Another brother, the *Calla*, you perhaps are more familiar with than I am myself. I see very little of him in our native damps. He has grown very cultivated, they tell me; has a

beautiful white spathe, and is seen most often in gardens and hothouses.

Then there is the *Golden Club*. He has thrown off his spathe entirely (if indeed he ever had one) and you will find him, a fine flourishing spadix, standing very tall and straight in the water, his long, slim, and oblong leaves at his feet.

The *Green Dragon*, too, stands straight and tall, reaching high above the spathe—so ambitious is he to look around him on all sides, and to show the beautiful deep orange colored berries which by and by he will be so proud of.

And last but not least, so the boys will all agree, is the *Sweet Flag*. Such fun as boys seem to find it to wade into the water and pull up by the roots this sweet brother of mine. I am told there are people who like very much the taste of the root; and that some years ago it used to be quite the fashion to cut this root in little slices and cook it in sugar. I've heard of one old lady who always kept some in the pocket of her Sunday dress and found it a very pleasant sort of confectionery; so did her grandchildren to whom she would dispense it during sermon time. But let me warn you, boys, do not be too fond of this *Sweet Flag*. Too much of it will give you a most intolerable burning in your throat and stomach that all the water in the world and nothing but the doctor can free you from." (Press, classify, and mount a *Jack-in-the-Pulpit* as in the preceding lesson on *Exogens*.)



NASTURTIUMS AND BORDER.

And now, in closing, is it not opportune to unite with all this tracing and flower study some little work in drawing and designing. There are some flowers so conventional even in their native form that it seems possible to work them up very easily into simple designs. At no time could such work be more in harmony than now when the pupils are awake to the flowers themselves. Learn to weave studies together; teach your pupils to see *relations*; it is that that makes the difference between a mere student and a scholar. If each science we study is to stand out a mere isolated fact there can be mere accumulation not growth for the pupil's mind.

A writer in the *Westminster Review* gives his opinions concerning the school systems of the United States. He points out that while Americans are the most individualistic people in the world, they have established the most socialistic school system that exists anywhere. One of his impressions on visiting our schools was that the pupils were much more obedient and the discipline much less severe than in Great Britain. He attributes this to the mixed classes of boys and girls which our schools contain, and to the employment of women as teachers.



## The Niagara Frontier.

By GERTRUDE M. ALDERMAN, Buffalo Normal School.

(The following outline of work was given to children in their sixth year of school. Previous to this no instruction in history had been given. By beginning with their own city and gradually taking the towns near, its children became interested and many facts relative to Buffalo were drawn from them.)

### I. BUFFALO.

#### 1. Situation.

Located at the source of the Niagara river.

#### 2. Condition of the land 200 years ago.

- A. The land was covered with dense woods and forests to the water's edge.
- B. Wild and treacherous animals roamed through the woods, especially the "buffalo," (hence the name Buffalo).



#### 3. Earliest inhabitants.

- A. Indians; the first tribe was the Erie or Cat nation who were extinguished by the Senecas. Later the Iroquois inhabited the land.

#### 4. First mention of the Indian in Buffalo.

- A. In 1769, the Indians gathered on the shore of Lake Erie and watched the "Griffin," the first vessel which sailed the lakes.
- B. "La Griffin" (named in honor of a French minister upon whose coat of arms was a representation of a griffin).
  - a. Built in the winter of 1679.
  - b. Built by the French explorer La Salle.
  - c. Built at the mouth of Cayuga Creek.
  - d. The vessel was 60 tons burden.
  - e. The figure-head was a griffin.
  - f. French banners and flags fluttered in the wind.
  - g. In August, the vessel was completed and after firing three guns, and singing hymns, La Salle and his companions launched their vessel.
  - h. The vessel reached Green bay; La Salle sent it back but it was never heard of again.

#### 5. Indian name for Buffalo.

- A. Ti-yu-syo-wa, "place of the bass woods."

#### 6. First white inhabitant of Buffalo.

- A. In 1791, the first white man of Buffalo appeared and built his log-cabin (the first house in Buffalo) on Exchange street on the site just behind where the Mansion House stands to-day.
- B. His neighbors were Indians.
  - Red Jacket. (2)
    - (a) Born and died near Buffalo.
    - (b) Great orator.
    - (c) Fought for America in war of 1812.
    - (d) Possessed a silver medal which George Washington gave him.
    - (e) Meaning of his Indian name was, "He keeps them awake."
    - (f) Frequently called "The Cow-killer."
    - (g) Buffalo has lately erected a monument to his memory at Forest Lawn.
    - (h) He possessed great hatred for American missionaries.

#### 7. Roads and places at the beginning of 1800.

- A. Maine street called the Indian path,

B. Niagara street called the Black Rock Road.

C. North street (3) called the Guide Road.

D. Terrace was a grassy spot over-looking the lake where the Indians lay and smoked.

E. Cold Spring. (4)

#### 8. Interesting facts before the war of 1812.

- A. "Little Red School House" (the first school of Buffalo) stood on the corner of Pearl and Swan streets (now a great business block). It was built in 1806, burned in 1813.
- B. First court house (5) was on Washington street facing Lafayette Square.
- C. First jail was on Washington street near Clinton. It was a square, two-story stone building surrounded by a wooden stockade from fourteen to sixteen feet high. A stairway extended from the second story over the stockade to the walk below.
- D. The first coach used in Buffalo was in 1804. It was a great curiosity for many months.
- E. (In 1802 Buffalo boasted of a post-office but all the mail could have been carried in a man's hat. (The children are led to see the difference between then and to-day.)
- F. Burial places.
  - a. Washington street where now the office of the Buffalo Express stands.
  - b. Second place was where now our imposing City and County Hall stands.
  - c. Third place was on the corner of Delaware and North streets.
  - d. Fourth, at Forest Lawn.
- G. First tavern (6) was where now stands the Mansion House.
- H. The first newspaper was the Buffalo Gazette edited in 1811. From this paper has descended the Buffalo Commercial.

### NOTES.

- (1) Bass-woods were trees from which the bark was easily peeled at all seasons of the year. The region of Buffalo abounded in these trees. The Indians made huts of the bark and canoes of the trunks.
- (2) The great Indian received the name "Red Jacket," because of a bright red jacket given him by a British officer and which he was always proud to wear. (This fact was brought to the class by the children.)
- (3) One of the children stated that his grandfather used to drive his cows through North street, now one of the most beautiful streets in the city.
- (4) The name "Cold Spring" came from an Indian word meaning cold water. (The children stated that in the vicinity of "Cold Spring" is a spring noted for its cold water.)
- (5) The bell that hung in this court-house is now in the Buffalo Historical Rooms. (Some of the children have seen it.)
- (6) An English duke passing through Buffalo stopped at this tavern. He related that there was no furniture, no candles, and very little food. He and his friends were obliged to sleep upon the floor in their clothes. (Children are then led to see the difference between then and now.)

[This lesson is a good illustration of a method of local study.—Ed.]

The Ladies' Sanitary Association, of London, give the following alphabetical method of keeping well. The italicized lines have a special message to teachers:

As soon as you are up shake blanket and sheet;  
Better be without shoes than sit with wet feet;  
*Children, if healthy, are active, not still;*  
Damp beds and damp clothes will both make you ill;  
Eat slowly and always chew your food well;  
*Freshen the air in the house where you dwell;*  
*Garments must never be made too tight;*  
Homes should be healthy, airy, and light;  
If you wish to be well, as you do, I've no doubt,  
Just open your windows before you go out;  
Keep your rooms always tidy and clean;  
Let dust on the furniture never be seen.  
Much illness is caused by the want of pure air;  
Now, to open your windows be ever your care;  
Old rags and old rubbish should never be kept;  
People should see that their floors are well swept;  
*Quick movements in children are healthy and right;*  
*Remember the young cannot thrive without light;*  
See that the cistern is clean to the brim;  
Take care that your dress is all tidy and trim;  
Use your nose to find if there be a bad drain;  
Very sad are the fevers that come in its train;  
Walk as much as you can without feeling fatigue;  
Xerxes could walk fully many a league.  
Your health is your wealth which your wisdom must keep,  
Zeal will help a good cause, and the good you will reap.

## In Memory of General Grant.

This memorial page of Gen. Grant has been prepared for JOURNAL readers in the hope that teachers may find some way of bringing the facts connected with the building of the Grant Memorial before the children, as a matter of current events, for one thing; and again while this event is before the country, as a matter of special interest, it is a good time for teachers to utilize all the lessons that can be drawn from the life and career of General Grant. His devotion to country, calm persistence in carrying out a purpose, and unassuming traits of character can be inwoven into school-room work and talks with admirable effect, while the theme is one of timely interest. [E.D.]



ULYSSES S. GRANT.

### His Resting Place.

Build the tomb of granite grand  
That for centuries may stand  
A watch-tower of our Union land.

Build it where the maple grows;  
Build it where the violet blows;  
Build it where the Hudson flows;

Build it on fair Claremont's height,  
That by day and moonlit night  
Inspire it may the patriot's sight.

Let it as a temple rise,  
Beautiful in form and size,  
Shrine of the good and wise.

On the east by sunrise blest  
And the evening radiance west,  
North and South by winds caressed.

Canopied by starry skies  
At its base a city lies,  
The hero's tomb its highest prize.

Northward from the mountains free  
Comes the river to the sea,  
Widening here in symmetry;

Comes from where the morning mist  
Is by joyous fountains kist,  
Southward flows to Heaven, I wist!

There let the hero's body rest;  
There place his guidon, and for crest  
The emblem of our nation's quest.

There let it stand 'mid calm and storm,  
Resistful as with magic charm  
'Gainst all decay and human harm.

In future years, if men grow mad,  
Tired of Fortune's pleasures had,  
Destroy the good, restore the bad;

Think not, then, the hero dead!  
Behold! he wakes, he lifts his head,  
His eager sword's from scabbard sped.

Thus ever will his spirit be  
A sentinel of Liberty  
To keep the Union strong and free.

—Mail and Express,

## The Grant Memorial.

The monument to General Grant is to be erected over his grave, in Riverside Park. General Grant was buried there on August 8, 1885, permission having been granted both by the legislature and the city authorities. A temporary structure was erected over the tomb, which it was not expected would remain longer than for a few months.

Shortly after his death meetings were held looking to the erection of a monument, but though the committee then appointed has been continued till within a month or two, very little was accomplished by it. Less than a third of the sum total was contributed. But this committee has recently been reorganized. It is much smaller, and contains none but active men. Gen. Horace Porter has abandoned his private business and will not resume it until the monument is assured and the money subscribed. The total cost will be about \$500,000, leaving \$350,000 still to be procured.

The memorial will be of light granite, about one hundred feet square and one hundred and fifty feet high. It will be on high ground, the base being about one hundred and fifty feet above the level of the sea, which will put the pinnacle of the monument three hundred feet higher than the Hudson. It will be high enough and large enough to be seen from the Palisades, and the towers of the Brooklyn bridge, all high grounds within ten miles of the park, and every vessel that sails up and down the river. Three millions of dollars has been spent by the city in its work of decorating this pleasure-ground. The foundations for the monument are now finished, and the first course of granite, ten feet in height, has been put under construction. On April 27, the president of the United States laid the corner-stone. Chauncey M. Depew delivered an oration.

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THE ACCEPTED DESIGN FOR  
THE TOMB OF GENERAL GRANT

"Another name is added to the roll of those whom the world will not willingly let die. Under a serene sky he laid down his life and the nation wept. A man he was without vices, with an absolute hatred of lies, and an ineradicable love of truth, of a perfect loyalty to friendship, neither envious of others nor selfish of himself. With a zeal for the public good unfeigned he has left to memory only such weaknesses as connect him with humanity, and such virtues as will rank him among heroes. The tidings of his death, long expected, gave a shock to the whole world. Governments, rulers, eminent statesmen, and scholars from all civilized nations, gave sincere tokens of sympathy. For the hour, sympathy rolled as a wave over the whole land. It closed the last furrow of war; it extinguished the last prejudice; it effaced the last vestige of hatred. He rests in peace. No drum or cannon shall disturb his slumber. Sleep, hero, sleep, until another trumpet shall shake the heavens and the earth. Then come forth to glory and immortality."

—Eulogy on Grant (BEECHER),



## Supplementary.

### A Good-for-Nothing Boy.

(Declamation for a Boy.)

By RANDALL N. SAUNDERS, Claverack, N. Y.

A boy is "good-for-nothing" if he just happens to forget once to shut up the chickens, or to bring in the wood, or to feed the pigs, or to water the calves, or to get up when called (they do get up so early at our house); but father went way to town twice last week and each time he forgot the very things he wanted most; yet he wasn't "good-for-nothing." Oh, no!

You remember last Saturday? Wasn't it hot? Well, I had my errands and chores all done at noon, and after dinner I made myself not-too-prominent around the barn, for fear, father would plan out something for me to do; but he was very busy directing the men about the haying, and, I guess, he forgot all about me.

Soon after the men had gone to work Bob came over to tell me—we had planned to go fishing—that his father wanted him to help a little in the garden first. Bob said he would be back in half an hour and went away whistling. I felt sorry for Bob, because I knew he wouldn't have whistled the way he did if he had known men as well as I—Bob's younger, you know—no; I didn't expect to see him again that afternoon and so gave up the idea of fishing. I laid around in the shade and hoping that, after all, Bob might come back, I whittled out a couple of "bobbies" and then I kept whittling on an old stick till I cut my finger—there wasn't anything else to do; and so after twisting around on the grass for an hour or two, and no Bob, I fell to thinking how hot it must be, riding a mowing machine, away off in that back lot; and then I happened to think that the water must be getting warm in the jug father had taken out with him; so I thought, as I couldn't go fishing, it was awful selfish in me to lie in the shade, while the men, perhaps, were wishing for some cold water to drink. Then I made up my mind to go and take them some; so I got a pail and put a lump of ice, in it, out of the ice-box and then pumped it full of cool water.

As I went past the barn I saw a wrench lying on the ground, so I picked it up and carried it along thinking it might have been left behind. It was scorching hot when I got out from under the trees, and as I walked along I almost wished I hadn't started.

Just as I came in sight of the men, I heard father call out: "You needn't go, Peter; here comes John; he can run up and get it just as well. Well, what under the sun did you bring that wrench down here for? Here, you mischievous scamp! run back to the barn with that wrench and get the oil jug and bring it down here as quick as you can. Hurry now!"

They took that pail of water and drank as though they had never had a drink, and I—I wanted to give them a piece of my mind, but I thought I hadn't better and I just continued to run errands that whole afternoon and after things I hadn't forgotten.

When boys do things that are good and when they don't forget things they never get any thanks.

### Vegetable Poetry.

Potatoes came from far Virginia;  
Parsley was sent us from Sardinia;  
French beans, low growing on the earth,  
To distant India trace their birth;  
But scarlet runners, gay and tall,  
That climb upon your garden wall—  
A cheerful sight to all around—  
In South America were found.  
The onion traveled here from Spain;  
The leek from Switzerland we gain,  
Garlic from Sicily obtain,  
Spinach in far Syria grows;  
Two hundred years ago or more  
Brazil the artichoke sent o'er,  
And Southern Europe's sea-coast shore  
Beet root on us bestows.  
When 'Lizabeth was reigning here  
Peas came from Holland and were dear.  
The South of Europe lays its claim  
To beans, but some from Egypt came,  
The radishes both thin and stout,  
Natives of China are, no doubt;  
But turnips, carrots, and sea kale,  
With celery so crisp and pale,  
Are products of our own fair land;  
And cabbages—a goodly tribe  
Which abler pens might well describe—  
Are also ours, I understand.

—Goldthwaite's Geographical Magazine.

### Flag of the Rainbow.

(This recitation may be made very effective if given with spirit. If spoken by a girl she should dress in white, with a sash of the national colors draped over her shoulder and hanging by her side. A flag should be held in the hand. "The Star Spangled Banner" should be played very softly throughout the recitation.)

Flag of the rainbow, and banner of stars,  
Emblem of light and shield of the lowly,  
Never to droop while our soldiers and tars  
Rally to guard it from outrage unholy.

Never may shame or misfortune attend it,  
Enmity sully, or treachery rend it,  
While but a man is alive to defend it,  
Flag of the rainbow, and banner of stars.

Flag of a land where the people are free,  
Ever the breezes salute and caress it;  
Planted on earth, or afloat in the sea,  
Gallant men guard it, and fair women bless it.

Fling out its folds o'er a country united,  
Warmed by the fires that our forefathers lighted,  
Refuge where down-trodden man is invited;  
Flag of the rainbow, and banner of stars.

Flag that our sires gave in trust to their sons,  
Symbol and sign of a liberty glorious,  
While the grass grows and the clear water runs,  
Ever invincible, ever victorious.

Long may it 'waken our pride and devotion,  
Rippling its colors in musical motion,  
First on the land, and supreme on the ocean:  
Flag of the rainbow, and banner of stars.

—Selected.

### Work and Win.

(An exercise for ten pupils. An arch may be marked out on the wall of the school-room, and tacks put in at proper place so that the letters may be hung upon them. The letters may be made of pasteboard, of some color to contrast with the wall. As the first pupil recites his selection, he steps forward and hangs his letter "W" at the left hand, the second pupil follows, etc., till the motto is completed.

W—hatever is worth doing, is worth doing well.

O—mission to do what is necessary,  
Seals a commission to a blank of danger.

R—est is not quitting the busy career,  
Rest is the fitting of self to one's sphere.

K—nowledge is power.

A—ttempt the end, and never stand in doubt.  
N—othing so hard but search will find it out.

D—o the duty that lies nearest to you; thy next duty will already have become clearer.

W—ork is its own best earthly need.

I—n every rank, or great or small,  
'Tis industry supports us all.

N—ever an idle moment.

### One of His Names.

Never a boy had so many names;  
They called him Jimmy, and Jim, and James,  
Jeems, and Jamie; and well he knew  
Who it was that wanted him, too.

The boys in the street ran after him,  
Shouting out loudly, "Jim! Hey, J-i-m-m!"  
Until the echoes, little and big,  
Seemed to be dancing a Jim Crow jig.

And little Mabel, out in the hall,  
"Jimmy! Jimmy!" would sweetly call,  
Until he answered, and let her know  
Where she might find him, she loved him, so.

Grandpapa, who was dignified,  
And held his head with an air of pride,  
Didn't believe in abridging names,  
And made the most he could of "J-a-m-e-s."

But if papa ever wanted him,  
Crisp and curt was the summons "Jim!"  
That would make the boy on his errands run  
Much faster than if he had said "My Son."

—Selected.

## The Educational Field.



Albert G. Lane.

Supt. Lane was born in Chicago, in 1841, and was educated in Chicago schools. In 1869, he was elected superintendent of Cook Co., Ill. He was defeated through politics in 1873, was re-elected in 1877, and continuously served the county till 1891, when he was elected to the office of city superintendent of the Chicago schools after the resignation of Mr. Howland.

As a county superintendent his efficiency and success made for him an enviable reputation. Among the changes he introduced into the county schools, was a uniform course of study throughout all the village schools and the establishment of high schools in country districts. His plans for this work were submitted to the state legislature and adopted in 1879. Another prominent feature of Mr. Lane's work was the location of one central high school, wherever the group of village schools was sufficient to admit of such an improvement. This course has since been followed by Kansas, Iowa, and many other states. The result of this personal care and supervision was to place the Cook county schools in high rank, and the product of their work in high estimation at national exhibits.

Under his present supervision are 3,700 teachers, involving vast interests and responsibilities requiring not only superior executive ability but wisdom, learning, and moral strength in great measure. Those who have watched Supt. Lane's course in the long experience of handling the educational interests of Cook county, believe these qualities to be so much an integral part of his character and acquirement as peculiarly to fit him for his present position. He has broad ideas of education and in estimating the worth of a university education said: "There is only one thing I value more, and that is the cultivation of the moral nature and Christian life, without which knowledge, power, and wisdom become only Dead Sea fruit."

Plainfield, N. J., has invited Supt. H. M. Maxson, of Pawtucket, R. I., to take charge of her schools. Why he was selected by this live town will be interesting to many young men who are assistant teachers and are desirous of larger fields and salaries.

Going from Attleboro, where he had grasped the ideas of the New Education, he went to work to bring the schools of Pawtucket into line—at all events constructing the foundations. His school board was with him in all his movements. The Training school has been reorganized and put in a good building; the promotions arranged on a just plan; special examinations for high school abolished; drawing strictly from the object introduced; form study, paper folding, modeling nature-study, a modified sloyd, the Ling system, free text-books, are other objects attained—but by no means all.

Seeing the introduction of these things meant nothing unless they were "taken up" by the teachers, Supt. Maxson has had the instruction given in these things to teachers,—an important thing to do. It is well to state that the Pawtucket teachers feel that they have made educational growth under Mr. Maxson. This is the key to his progress there; he has had one thought apparently, to awaken, revivify, and educate his teachers to attain the spirit and methods of the New Education. He has striven to

have state certificates issued by a state board of examiners, so that there would be a professional basis for teaching.

The teachers at Grand Rapids, Mich., seem to be alive to the needs of the hour. Prof. Jackman, of the Cook county normal, spoke to the teachers recently in that city on "Natural Science in the Common Schools." He advocated the introduction of elementary science work below the high school grades. The correct motive for such work was to give the pupils the highest and fullest possible physical life, and all that is more nearly perfected in their mental and moral lives, will come from that robust physical life. In considering the difficulties of the work, Prof. Jackman believed they could be largely avoided by gauging the work to the pupils. He made a vigorous protest against the over-organization of school work saying "In the ideal graded school of to-day one-half of the pupils are beheaded and the other half are stretched." He closed this live talk by asking teachers to make a beginning of science in the line in which the child wished to pursue, "and then—stand out of the sunshine."

A pleasant testimonial was presented Supt. A. G. Lane at a recent gathering of 300 Cook Co. teachers. This expression of regard was a beautifully bound volume of the resolutions adopted at the time Mr. Lane resigned the office of county superintendent to become the head of Chicago schools. The memorial is a handsome volume bound in blue crushed levant, the resolutions being engrossed and illuminated on heavy paper. The initial page bears a monogram including Mr. Lane's initials and the two dates 1869 and 1891, the whole surrounded by a wreath of laurel. The following page has upon it the portrait of the recipient in India ink. The presentation speech was made by Superintendent N. D. Gilbert, of Austin. Supt. Lane expressed great pleasure at the manifestation of the kindly feeling.

Preparations for the Saratoga meeting under the efficient leadership of Superintendent Jones are going forward. Congress Hall, of which H. S. Clement, Esq., is the energetic and popular manager, has been always the headquarters of the National Educational Association when the meetings have been held in Saratoga; it is also headquarters for the N.Y. State Association which meets here annually. Mr. Clement makes these rates to members of both associations: One in a room, \$3.00 per day; two persons in a room, \$2.50 each per day.

The hotel accommodates 1,000 guests, and its broad piazzas and commodious parlors afford ample opportunities for social intercourse and conference. It is probably the most popular hotel in Saratoga with the educators of the country. Mr. Clement is a man of large ideas and Saratoga owes a great deal to him.

The Trunk Line and Central Traffic Association have agreed to one fare, plus two dollars, which will probably be membership fee, for the round trip.

The California, Pa., state normal has provided for its students the rare treat of a course of fifteen lectures on science by professor J. B. DeMotte, of DePauw university. The course begins May 23. The lectures will be given in the spacious normal chapel, and will be fully illustrated, over 2000 pounds of apparatus being used for this purpose. The normal is enjoying greater prosperity this year than ever before. The total attendance for the year is about 700. Dr. Theo. B. Noss is serving his tenth year as principal of the school.

Supt. Balliet, of Springfield brought sunshine into THE JOURNAL office one rainy day last week. The unostentatious, genuine interest which this original thinker on educational matters manifested in the efforts and future plans of THE JOURNAL for the professional advancement of teachers along the leading lines of thought, was most encouraging. Such calls are oases in their refreshment of purpose to lift up the teacher's work.

A new oratorical genius has appeared in the West. Miss Nelson, a member of the junior class of DePauw university, Ind., is arousing a good deal of enthusiasm over her success in the recent interstate oratorical contest at Minneapolis in which ten states were represented. She is but 19 years of age, but she easily distanced all the young men competitors, where the best elocutionary talent of the colleges of the ten states was represented. She spoke on the subject of Industrial Freedom and showed as much *logic* as *eloquence*. The DePauw students demonstrated their appreciation in the regulation college style—yells, bell-ringing, bonfires, etc.

The Connecticut Valley Art and Industrial Teachers' Association will meet in New Haven, Conn., May 28. Papers will be given by Prin. Geo. B. Hurd, New Haven, on "Some Educational Relations of Drawing"; Miss Stella Skinner, New Haven, "The Art Idea in Public Education"; Sumner B. Merrick, New Haven; Miss Jeanne J. Stutz, Springfield; "Science Drawing in the High School." Each of these papers will be generally discussed. A social good time will follow, with dinner at the Tremont House served with *toasts*.

News from London records the death of James R. Osgood, the publisher. He early entered the Boston house of Ticknor & Fields, who brought out all the older race of New England authors—Hawthorne, Emerson, Holmes, etc. Later the firm became James R. Osgood & Co. A few years ago, Mr. Osgood became the London agent of "Harpers," and with a final connection with Mr. McIlvaine published books of considerable note.

Supt. Massey, of Virginia, appoints a number of institutes to be held in that state through the appropriation of the Peabody Education Fund. They announce as instructors, a faculty "second to none in the land." The location and dates will be as follows: Bedford City, June 27, four weeks; Staunton, July 12-August 8; West Point, July 12-August 8. For colored teachers, Petersburg, summer session of the Virginia Normal and Collegiate Institute, June 15-July 19; Lynchburg, July 4-29. The State Educational association will be held at Bedford City, July 20-23.

The county and city superintendents of South Dakota will meet at Huron May 31-June 2. The object of this meeting is to arrange the practical details of the work connected with the course of study and to make that work as nearly uniform as possible throughout the state. The annual county institutes in the state will be held as follows:

Aurora, June 13; Lincoln, August 8; Moody, July 5; McPherson, June 13; Hutchinson, September 5.

Prof. Paddock, of the Jersey City, high school, succeeds in giving great variety to his school work and much enjoyment to the students by means of stereopticon views, of which he has a fine collection. At a recent entertainment given by the school he gave short lectures on "Scottish Highlands," and "A Trip Through Colorado," accompanied by lantern views showing the geological features of these countries. Prof. Paddock is an enthusiast on earth-structure, and discovers a fund of interesting information in every locality. His articles in THE JOURNAL have borne fruit in the interest and research they have aroused among teachers.

The Philadelphia and Reading railroad through their vice-president, Mr. John Russell Young, invited last week representatives of the press of New York and Philadelphia to an excursion to the battlefield of Gettysburg. The train of ten Pullman cars was in charge of Messrs. Chas. R. Deacon, M. F. Bonzano, superintendent of the main line division, and Ralph Meeker, who looked after the comfort of the excursionists. The weather being fine, the scenery beautiful, and the roadbed smooth and perfect, the entire occasion was a most delightful one.

After a ride of four hours, luncheon was had at Klappertal, a new summer excursion resort on the mountain side, six miles from Reading. Gettysburg was reached a few hours later, and on the following morning, the battlefield which extends some twenty-five miles, was visited under the guidance of Mr. Luther W. Minnigh. At various points the party were halted and told the story of the battle in a most graphic manner. Some four hundred monuments in bronze and stone of beautiful designs, are scattered over this battlefield with historical precision, showing the positions of the different army corps, or events that took place during this memorable three days' fight. The day spent on this battlefield was not only one of much delight, but instructive in the highest degree. Gettysburg is a hallowed spot; it is here that thousands of brave men laid down their lives on the altar of their country's welfare. The citizens in the evening tendered a reception, at which addresses were made by Col. John A. Cockerill, president of the New York Press Club; Murat Halsted of the Brooklyn *Standard Union*, and John D. Bailey, of the *Danbury News*, and others. The courtesy of the Reading, R. R., was highly appreciated.

Among the papers of New York represented were the *Advertiser*, *Electrical Review*, *Morning Journal*, *School Journal*, *Recorder*, *Times*, *Harper's Weekly*, and *Daily News*.

The Hampden County (Mass.) Teachers' Association will meet at Springfield, May 27. It will be divided into high school, grammar, and primary sections closing with a general meeting. "Science Drawing," "The Inductive Method of Teaching Latin," and "Laboratory Methods," will be considered in the first section.

In the second, "Algebra and Geometry in Grammar Grades," "Science Teaching," and "Grammar School Work in English" will be discussed. In the primary section, "Learning from the Kindergarten," "Spelling for the Little Ones," and "Primary Number Work," will be taken up.

Dr. Dunton, of Boston, will read a paper on "School Discipline," and Dr. Backus, of Packer institute, on "The Age of Discovery."

During the recent visit of a circus to a town in Pennsylvania, a teacher, wanting to dismiss her school, but hardly daring to take the responsibility of so doing, telephoned to the secretary of the board for directions. She received the following answer: "Go to the circus and trust in the Lord." A novel but not unrefreshing kind of faith for a school board official.

## New York City.

The pedagogical course of lectures of the School of Pedagogy in this city will close May 28. Dr. A. E. Winship will deliver the closing address at that time at the chapel of the University of the City of New York.

Assistant Superintendent Hoffman, of this city, has received a fund of \$200 from E. Steiger & Co. wherewith to purchase spectacles for the poor children in the schools whose defective eyesight makes the use of spectacles a necessity, and whose parents are not able to bear the expense. An oculist will direct the examination to find the kind of help needed in each individual case.

It is the opinion of *School* that the main defect in the New York public school system comes not from the course of study. It is not in the grammar, history nor arithmetic, "but in the system which tries to turn the whole attendance from the lowest primary to the highest grammar grade into the narrow passages that lead to the two colleges." This is well stated; and the commissioners see it? They will think they can tinker the course of study and produce wonderful results. Let them create a dozen high and let the course of study alone.

The Children's Aid Society has opened a new industrial school, for children who cannot attend the public schools, on West Sixty-fourth street, between Tenth and Eleventh avenues, where, in addition to the regular studies as pursued in the primary department of the city's schools, classes in cooking and sewing and also a kindergarten for children under five years of age will be formed.

The first annual convention of public readers and teachers of elocution in the United States will be held in New York city, June 27-July 2. The call for this convention was issued by a committee composed of teachers and readers living in New York.

The New York College for the Training of Teachers has just announced that it is prepared to give a limited number of free scholarships to graduates of schools and departments of technology. This has been done on account of the constantly increasing demand for professionally trained teachers of manual training. Although the salaries offered to teachers of manual training are higher than salaries in most of the other departments of education, the demand for competent teachers and supervisors still exceeds the supply. The best of these positions cannot be filled unless a larger number of the young men educated in schools of technology will prepare themselves to enter the teaching profession.

Students taking advantage of this offer may work for a degree, a diploma, or a certificate.

The Metropolitan school of Isaac Pitman's shorthand at 95 Fifth avenue, corner of 17th street, New York, is conducted by Mr. W. L. Mason, who is well-known in the city as a shorthand teacher and reporter of wide and varied experience. The instruction is absolutely individual, there being no classes, though the demonstrations the principal makes on the blackboard from time to time are helpful to all in the school-room. Thus all the advantages of individual and class instruction are obtained, without the disadvantages of either. In addition to instruction in Isaac Pitman's shorthand young men and women are taught typewriting, and such other things as will fit them to become amanuenses, office assistants, and reporters. The readiness with which the graduates obtain positions speaks well for the efficiency of the instruction.

## Educational Notes from Abroad.

*France.*—It is a significant fact that two of the largest and hitherto most flourishing private secular schools, the *Ecole Monge* and the *College Sainte-Barbe*, should have been compelled to apply to the minister of education for a subsidy to enable them to carry on their work. The application has been favorably received, and will probably result in a loan for ten years of some 150,000 francs apiece. The director of the *Ecole Monge* ascribes the present state of affairs to the bitter struggle between the state and the church, who, each enjoying resources that are practically unlimited, are able to offer the best education at a merely nominal price, and so crush all private enterprise. But while apparently regarding private secular education as doomed, he derives a melancholy satisfaction from the reflection that most of the improvements introduced in recent years into the *Lycees* have been copied from the private schools. A writer in the *Siecle* takes another view. Big private schools may no longer pay, he admits, but, "by close personal attention, by making education more home-like, by a more direct supervision, by an instruction more closely fitted to individual requirements, private schools offer great advantages, and serve to correct the defects of the public establishments."

It may truly be said of Hood's Sarsaparilla that it "makes the weak strong." It gives great bodily, nerve, mental, and digestive strength. Try it this season. Be sure to get Hood's.



## Correspondence.

To the Editor of THE JOURNAL:—The article in your Feb. 6 number on "Children's Libraries," was read with great interest by the teachers in the Johnson grammar school, Newburyport, Mass. Shall I tell you why? Ten years ago we determined that better reading must be put into the hands of our girls. We found it useless to say, "I would not read such books, they are too old for you," unless we gave them something better and more attractive, also. It is the height of folly to say "Don't" to the average girl, without providing an interesting "Do," as a substitute. We had said so often, "How much we need a library." Now we said, "We will have one." The next thought was the question, "How shall we get it?" We talked it over and then put papers into the hands of the most enterprising and enthusiastic scholars, asking our friends to help us form a school library and soliciting donations of money and books. It is the first step that counts; books came, money came, and our library was an assured thing. The late James Parton, who honored Newburyport with his presence as a citizen, and who was for many years a member of the school board, was so much pleased with our success that he wrote an account of it for *The Youth's Companion*. The next year he founded one in the grammar school in his own ward. We have proved the wise saw: "Nothing succeeds like success," as from our humble beginning have sprung libraries in all the rooms in our building.

How do we replenish our shelves? By various ways and means; holding receptions on Friday afternoons to which we invited the parents and friends of the scholars, sending them word that any sum would be gladly received. As the books are read not only by "the sisters and the cousins and the aunts," but by the mothers and grandmothers as well, we were always kindly remembered. We try to teach self-denial, and a bank on the teacher's desk stands ready for pennies or nickles which would otherwise have gone for pickles or sweets.

We gave, at one time, a musical and literary entertainment in connection with a school in a neighboring ward, which netted a goodly sum for our libraries. The favorite authors are Miss Alcott, Mrs. Lillie, Susan Coolidge, Sophie May, Olive Thorne Miller, with her charming books, "Feathers and Furs" and "Queer Pets at Marcy's," Mrs. Ewing, Mrs. Burnett, Nora Perry, and many others. To particularize we would speak of "Aunt Martha's Corner Cupboard," "Fairy Know a Bit," by Aloe; Mrs. Humphrey's recent "How New England Was Made," a book which should be in every New England school.

Of course, "Uncle Tom's Cabin," "Robinson Crusoe," "Swiss Family Robinson," and "Andersen's and Grimm's Fairy Tales," with a few numbers of the "Rollo Books," are to be found in our catalogue.

You will see that our plans for getting and keeping, are very like those suggested by Mr. Griffith, and as we have experimentally verified them, we were moved to write this account of our success, hoping to encourage and stimulate other teachers who feel the need of such a valuable helper in their schools, but have not as yet taken the first step towards securing one.

ANNA L. COFFIN.

Principal Johnson School, Newburyport, Mass.

Editor N. Y. SCHOOL JOURNAL:—Some few months ago, we saw in a copy of your valuable paper a book advertised which we would much like to procure. It was a work on "Modern School Architecture" and, as we are making arrangements to spend between \$20,000 and \$30,000 on a building this season, we would like to know by whom, and where, such a book is published. We want a modern and suitable building. If you cannot tell us where such a book is published, please recommend some first-class architect to us who makes school-houses his specialty, and oblige,

Paris, Idaho.

JNO. H. MILES.

THE JOURNAL has taken great interest in school buildings, and has from time to time published cuts illustrative of the best designs in school architecture in its columns. Its publishers have issued the book "Modern School Architecture," at a large expense, because such a book was needed, and not because any large pecuniary profit was expected.

"Which is the Granite City?" 2. Can Paterson, N. J., be called the "Lyons of America?" J. P. W. Arizona.

(1) Quincy, Massachusetts, because of the importance of its granite quarries, is often styled the Granite City. The same name has been applied to Washington, D. C., also. (2) So far as the manufacture of silk is concerned, Paterson, N. J., may be called the "Lyons of America," but it is well to bear in mind that the silk industry in the United States, has, as yet, only a feeble existence, and that even in Paterson it is overshadowed by iron manufactures. If any great expansion of the silk industry takes place in this country, it must be looked for on the Pacific coast, where the mild winters are better adapted for the rearing of the silk worm. J. W. REDWAY.

## Important Events, &c.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 50c. a year.

### News Summary.

MAY 6.—The governor of the Straits settlement blamed at Singapore for not suppressing the Malay rebels.

MAY 7.—The Mississippi, Missouri, and other rivers overflowing their banks.

MAY 8.—Baron Fava, the Italian minister, expresses his pleasure at returning to his post in Washington.

MAY 9.—Crops in the South and West damaged by long rains and cold weather.—The American relief ship *Conemaugh* reaches Russia.—Striking workmen near Warsaw make savage attacks on Jews.

MAY 10.—The sultan of Turkey suffering from serious nervous illness.

MAY 11.—The Methodist Episcopal General Conference in session at Omaha.—Cholera epidemic at Cabul, Afghanistan.

MAY 12.—Mexican troops defeat the revolutionist Ganza near the Rio Grande.—Ten thousand foreign Jews in Odessa ordered to leave Russia forthwith.—Great Britain refuses to sanction a trade treaty between Newfoundland and the United States.

MAY 13.—A waterspout bursts, flooding a Hungarian mine; great loss of life.—Brazil's Congress opened.

MAY 14.—American, English, and German syndicates buying up the coffee business in Mexico.

MAY 16.—The Russian government to economize.—A Russian vessel wrecked in the Caspian sea, and 250 people drowned.

MAY 17.—Italy and Austria-Hungary have accepted the invitation of the United States to take part in the silver conference, and it is understood that France and Switzerland are favorable to it.

MAY 18.—Earthquake shocks felt at Singapore, Penang, and in Cornwall, England.

MAY 19.—An attempt to suppress anarchist publications in France.—Turkey declines for the present to recognize Prince Ferdinand as the ruler of Bulgaria.

### THE GREAT POLITICAL CONVENTIONS.

Great preparations have been made at Minneapolis, for the holding of the Republican convention in that city June 7. The exposition building, a large brick and stone structure some 360 feet square, has by re-arrangement of its interior been converted into the largest and finest assembly hall in America. It will seat 12,000 people. The Democratic convention will meet at Chicago June 21. In connection with the Republican nomination, the candidates mentioned are President Harrison, General Alger, Senator Sherman, Governor McKinley, and others. Gov. Boies and Senators Carlisle and Palmer have been mentioned for the Democratic nomination. During the past month the current has been setting strongly toward ex-President Cleveland.

The People's party will meet in Omaha, July 4, and the Prohibitionists at Cincinnati, June 29.

### THE YELLOWSTONE NATIONAL PARK.

The United States senate recently passed a bill to add 1400 sq. miles to the Yellowstone national park. This will bring the total up to 5,000 square miles. That portion of the northern edge of the park, which lies in Montana is cut off, and a large area of mountainous country on the east is added, which will prove of great value in the preservation of game.

### ITALY'S NEW CABINET.

The refusal of the Italian chamber of deputies to accede to the government's reduction of appropriations to the army and navy, caused a cabinet crisis. It is well known that Italy's finances are in a bad way, and some say that this is due to the extra expense necessary to maintain a place in the triple alliance. It is said, however, that economy could be practiced to better advantage in the civil than in the military service. The Rudini cabinet resigned and a new cabinet was formed with Signor Giolitti as premier.

### MAURITIUS SWEEP BY A HURRICANE.

A hurricane of great violence passed over the island of Mauritius. Most of the vessels at the island were blown ashore. The western half of Port Louis, the capital, was destroyed. Houses were blown down, and large trees uprooted. A large number of persons were caught in the falling houses and crushed to death. Rain fell in torrents and the flashes of lightning were blinding. Half of the crops of sugar, rice, coffee, and pepper are ruined. Though Mauritius is noted for its frequent hurricanes, this is the

most destructive one ever known there. The island is situated in the Indian ocean, east of Madagascar, and is the scene of the famous story of "Paul and Virginia."

#### BONES OF GIANTS FOUND IN A CAVE.

In a cave near Nice, washed by the waters of the blue Mediterranean, have been found some wonderful prehistoric relics. One is the skeleton of a man whose height is estimated at seven feet nine inches. Another skeleton is that of a woman six feet three inches tall. Seven skeletons in all have been found. Strange as it may seem there are lawsuits pending over the possession of these remains and also to decide who shall have the right to explore the cave.

#### A BRITISH VICTORY IN PERSIA.

A victory for British diplomacy has lately been scored in Persia. The shah was in need of \$2,500,000 to pay an indemnity to a tobacco monopoly. Russia wishing to gain influence in Persia offered to lend the money. The offer was refused and the money was raised in London. This frees British trade in Persia from the effects of a customs tariff that would have been imposed under Russian influence in favor of Russian traders.

#### STEAMERS ON THE CONGO.

Steam is beginning to work its miracles in the region drained by the Congo river. On the Upper Congo are two shipbuilding establishments, at Leopoldville and Kaushassa. At the latter place the steamers of the Society of the Upper Congo and of the Syndicate of Katanga are prepared for service. A young machinist of Belgium is in charge of the shipyard. He has at work under his orders ten European machinists, blacksmiths, and carpenters, and fifteen colored blacksmiths from the Guinea coast, besides thirty native workmen who come from the Bangala and equator stations on the Upper Congo. The iron shells of the boats are put together under a shed near the water, and the many pieces comprising the engines and boilers are riveted on the spot. It takes three or four months to get a steamer of thirty or forty tons ready for launching. After the shell is in the water the fittings are put in, and

then the vessel is ready for service on the thousands of miles of navigable waters above Stanley Pool.

**NEW ZEALAND'S HURRICANE.**—A hurricane passed over central New Zealand that destroyed hundreds of acres of crops. Buildings were blown down, vessels piled up on the shores, and many lives destroyed.

**SWITZERLAND MUST BE NEUTRAL.**—France has called attention to the fact that the undefended condition of the valley of the Rhone would, in case of war, allow the Italian army access to French territory. Switzerland will fortify Martigny and St. Maurice.

**QUEENSLAND MAY BE DIVIDED.**—The British secretary of state for the colonies was urged to take measures for the division of Queensland, Australia, into three parts on account of climatic and geographical differences. He thought the matter might best be solved by following the Canadian model, by having three provincial legislations and a central parliament.

**CAVED INTO A SUBTERRANEAN LAKE.**—One night a rumbling sound was heard at West Dubuque, Iowa, and the next morning it was found that nearly an acre of ground had caved into a subterranean lake.

**CHINESE IN MEXICO.**—Some wealthy Chinese waited on President Diaz recently and asked leave to found a colony in the state of Tamaulipas. If permission is given, it is said that several thousand Chinese now in the United States will remove thither.

**LEPERS IN SIBERIA.**—Kate Marsden, who is interested in organizing a leper colony at Vilooisk, a town in eastern Siberia, recently left St. Petersburg for the United States in order to raise funds for this purpose.

**REVOLUTION IN VENEZUELA.**—It is reported that the revolutionists' forces in Venezuela number 12,000 and that they outnumber those of the government by at least 4,000. The latter, however, are better armed. It is said, that the rebels have plenty of money with which to buy arms, and are confident of deposing President Palacio, who wishes to continue as dictator after his term of office expires.

### OF EDUCATION.

Chas. W. Super, Pres. of Ohio University, Athens, Ohio: I have for some years had dealings with Mr. Brewster in the particular line of service he aims to render, and he has always found him prompt, reliable and judicious. He displays a remarkable tact in finding the right person for the right place.

A. J. Smith, Super. Schools, Sedalia, Mo.: I have frequently found it necessary to ask the assistance of the Teachers Co-operative Association in securing teachers where special qualifications or success in experience are indispensable and in every instance, the teachers sent have been of the highest quality through a period of eight or nine years has been entirely acceptable, and his or her work quite satisfactory. Now when I am in need of a teacher I simply notify Mr. Brewster of the conditions, and ask him to send me a teacher. He has always shown excellent judgment. (March 1892.)

**Wanted: A Superintendent, \$2,000.** Republican. Man of long and successful experience. A School Board have asked us to recommend such a man to them. Must be A-1.

**Wanted: A Professor of Literature, \$1,700** Must be a Baptist; no second class man will do. A college President has asked us to recommend such a man to him.

**Wanted: A Preceptress, \$1,200.** Must be a woman of experience and marked ability. We are asked to recommend such an one.

**Wanted: A Professor of Pedagogy, \$2,000.** Only a man of large experience and wide reputation. We are asked to recommend.

**Wanted: A Baptist Latin Professor.** Also a Baptist Greek Professor. 1,400—\$1,500. We are asked to recommend.

**Wanted: A Director of Music, \$2,000.** We are asked to recommend only an A-1 man.

**Wanted: A Professor of Germanic Languages, \$1,800.** German, Danish, Icelandic, etc. We are asked to recommend. Must be a man of culture.

We have been asked by the authorities to recommend for several hundred positions. These are some of the best.

#### TEACHERS CO-OPERATIVE ASSOCIATION.

70 DEARBORN STREET, CHICAGO.

### NEW YORK STATE NORMAL AND TRAINING SCHOOLS.

These schools are for residents of the State who intend to teach in the Public Schools of the State.

Diplomas of these schools are licenses for life to teach in the Schools of the State.

The Fall Term begins the first Wednesday of September, and Spring Term first Wednesday in February.

**APPOINTMENT.**—A person desiring to enter one of these schools should apply to his School Commissioner or City Superintendent who will forward a recommendation for appointment to the State Superintendent, and it will be sent by him to the school to which the appointment is made.

**ADMISSION.**—A person must be at least 16 years of age, of good moral character, and pass an examination at the school entered in Arithmetic and Grammar, indicating that these subjects can be completed in a term of 20 weeks, also in Geography, Reading, Writing and Spelling, but

A DIPLOMA from a College, High School, Academy, or Academic department of a Union School, a State Certificate, or a 1st or 2nd grade Commissioner's Certificate obtained in the uniform examination, will be accepted in lieu of Entrance Examination.

**EXPENSES.**—There are no expenses for tuition or the use of text-books, and fare one way is refunded to each student spending an entire term of 20 weeks.

For particulars concerning the several schools send for circulars to the Principals as follows

Brockport.....	CHAR. D. MCLEAN, LL.B.
Buffalo.....	JAMES M. CASSETY, PH.D.
Cortland.....	FRANCIS J. CHENEY, PH.D.
Fredonia.....	F. B. PALMER, PH.D.
Genesee.....	JNO. M. MILNE, A.M.
New Paltz.....	FRANK S. COPEN, PH.D.
Oneonta.....	JAMES M. MILNE, PH.D.
Oswego.....	E. A. SHELDON, PH.D.
Plattsburg.....	FOX HOLDEN, LL.B.
Potsdam.....	THOS. B. STOWELL, PH.D.

Persons graduating from teachers' training classes, hereafter organized, and bringing a second-grade certificate of proficiency from the principal of the school where the work was performed, will be credited with the following subject matters complete for the Normal Courses: Arithmetic, Grammar, Descriptive and Political Geography, American History and Civil Government.



## New Books.

One of the latest volumes added to the Columbus literature is *Christopher Columbus: His Life and Work*, by Charles Kendall Adams, LL.D., in the *Makers of America* series. In the space allowed (261 small pages) the author could not consider the subject as exhaustively as did John Fiske in his late work, yet we have a somewhat detailed and certainly very readable life of the great discoverer. The leading characteristic we notice in the author is carefulness. He leads us clearly to understand what is fact and what is merely supposition. Then, again, he does not shrink from telling the truth, and the truth does not always flatter Columbus' memory. Making allowance for his geographical and nautical acquirements and his wonderful persistence in pushing his enterprise, he dwarfs considerably, morally, under the hand of this truthful narrator. That the early voyages of Columbus were piratical is pretty well established; and that he encouraged the enslavement of the Indians cannot be doubted. The consignment of shiploads of these poor savages to Spanish slavery cannot be defended even on the theory that his wish was to convert them to Christianity. According to the author Columbus and his men set the example of cruelty to the natives that was afterwards practiced with so much refinement by Cortez and Pizarro. Much of the trouble that came to the Spaniards in Hispaniola is attributed to the want of judgment and tact of Columbus. Many of the stories there have become current about the discoverer are dissipated; in fact, we are at last getting near the true history of his life divested of all flattery and fiction. Pres. Adams shows that Columbus had a man's failings; he was not even up to the moral standard of his age, but he had the courage to do and dare and great blessings resulted to mankind from his achievement. (Dodd, Mead & Co., New York. \$1.00.)

The fruit of long and earnest study of Shakespeare is embodied in a volume of *Essays and Notes on Shakespeare*, by John W. Hailes, M. A., professor of English literature in King's college, London. It is made up of articles, most of them short, that were contributed to the *Cornhill Magazine*, *Antiquary*, *Quarterly Review*, *Athenaeum*, *Academy*, *Fraser's Magazine*, and *Fortnightly Review*. "From Stratford to London" tells how traveling was done when the "sweet swan of Avon" lived. We obtain a view of Shakespeare's social environment in "Round About Stratford-on-Avon in 1605." Next comes a comparison of Chaucer and Shakespeare, in which the former poet does not suffer. The author points out numerous passages which clearly indicate that Shakespeare studied the older poet and borrowed ideas from him. Most of the other selections are brief and possess interest to the general reader as well as to the Shakespearean student. They give bits of history regarding the origin of plays or their characters, explain obscure passages, etc. The book will be a useful addition to the library of the Shakespearean student. (George Bell & Sons, London and New York. \$1.50.)

The great confusion in the spelling of geographical names in government reports led to the formation of the United States Board on Geographic Names. The duties of this board are to revise, correct, and simplify the spelling of names that appear on our maps. The first report, just published, contains an account of the work already done and a list of words with the original spelling and also that decided upon by the board. There is a decided tendency toward simplification, a fact that will cause the hearts of the spell-

ing reformers to rejoice. The *h* is dropped from words ending in *burgh*. The apostrophe is discarded wherever practicable, and diacritic marks are avoided. The letters *C. H.* for court house are omitted. *Center* is the form adopted instead of *centre*, and *boro* for *borough*. *City* and *town* as parts of names are left off wherever practicable, and the tendency to solidify names, as Lafayette and Eldorado, is encouraged. Local usage is respected, but where there are two or more names the one that is most euphonic, or that seems to be sanctioned by the majority, is adopted. So much confusion existed in Alaskan names that the board found it necessary to revise the whole list. In foreign names an approximation to the true sound is aimed at. The vowels are pronounced as in Italian and on the continent of Europe generally, and the consonants as in English. A good work is being done by the board in substituting system for the haphazard spelling of geographical names. (Government printing office, Washington.)

*Select Essays of Addison*, together with Macaulay's essay on Addison's life and writings, have appeared in a volume of 320 pages, edited by Samuel Thurber. The purpose of this selection is to interest young students in Addison as a moral teacher, a painter of character, a humorist, and as a writer of elegant English. Dr. Johnson's opinion was that "as a describer of life and manners Addison must be allowed to stand the first of the first rank." Hundreds of students, including Benjamin Franklin, have taken him for their master in literary style. As specimens of elegant prose therefore, his writings are worthy of careful study. Addison's fame rests principally upon the "Spectator," from which copious extracts, arranged in the order in which they appeared, have been made for this volume. Some essays by Steele and Budgell have also been included. Other contributions of Addison are taken from the "Tatler," the "Guardian," and the "Freeholder." The topics treated are the stage, manners, morals, politics, tales, religion, hymns, etc. Much freedom has been exercised in choosing the essays and expunging certain parts, the editor deeming that lightness, readableness, and cleanness were the prime requisites for selections for the school-room. One noticeable point is that very little has been done in the way of annotating. The idea is to leave the pupil the pleasure of doing the annotating himself. He is thus trained in the use of cyclopedias, dictionaries, and other books of reference. The many historical and classical allusions in Addison's writings make them especially desirable for this work. (Allyn & Bacon, Boston. Cloth, 80 cents; boards, 60 cents.)

It is too late to extol the merits of shorthand; the usefulness of stenographic writing has been proved in a thousand ways. Students especially find it a great time-saver. The changing from long-hand to shorthand is like going from the stage coach to the express train. The question is, What is the best system? While there are many excellent ones, that of Isaac Pitman has the advantage of age. It is simple, logical, beautiful; it has the advantage of a literature of its own. An effort is being made to introduce it into the public school, and thus greatly extend the benefit to be derived from this useful mode of writing. It is already taught in many schools, and endorsed by scores of educators. We have received *A Phonographic and Pronouncing Dictionary of the English Language*, by Isaac Pitman, that will be a great aid to students. The forms here given are those that have been found the most easily written at a rapid speed. They therefore will save the student much experimenting, and go a long way toward securing uniformity in the system. (Isaac Pitman & Sons, 3 East 14th st., N. Y.; 1 Amen Corner, Paternoster Row, London. \$1.25.)

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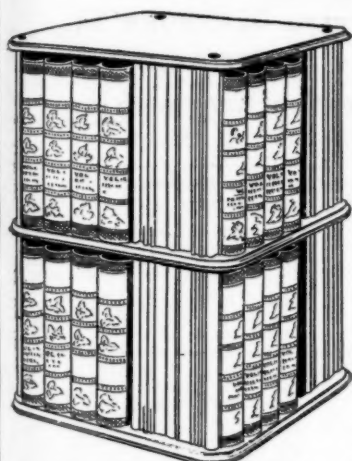
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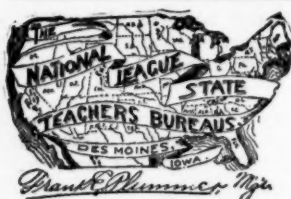
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